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Pedagogical Diagnostics in the Educational Process

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ANNOTATION: The fact that the educator can solve the existing problems in different pedagogical situations without any difficulties, intelligently depends on his high level of professional competence. It remains to be noted that the professional competence of the educator in the current conditions, where the need for human resources is growing and there is a strong competition in the labor market, serves to further increase the relevance of this problem.

KEY WORDS: function, "pedagogical diagnostics and correction" functions of educational science, types of pedagogical diagnostics, activity, pedagogical activity, diagnosis, pedagogical activity.

Through pedagogical diagnostics, it is possible to clarify pedagogical activity, direct it to the solution of practical tasks, improve the professional competence of the teacher, the level of knowledge and upbringing of students, as well as the educational impact of the student community. P.Shapran studied the issue of diagnosing the level of professional competence of teachers on the basis of a number of competences, in particular, value-directing, differentiated-psychological, strategic, autopsychological, organizational, methodological, information-technological, science, etymological, health preservation, innovative-creative, socio-communicative and personal competence.

In its essence, pedagogical diagnostics is an object of diagnosis for the evaluation and correction of the pedagogical process (a certain quality of the pedagogical, professional qualifications, competency, level of mastering, experience)and have a prompt access to information about the real indicator and traditions of change.

The most important factor in the diagnosis is the appointment of a term. Those.: any condition that is diagnosed is studied only at a certain time interval. After all, this time interval allows you to capture real, objective information about the situation under study. When diagnosing, the observation periods may be different. For example, 2 hours, 1 Week, Two Weeks, 1 month, 6 Months, 1 Year, 3 years or 5 years.

Pedagogical diagnosis in any field, especially in medicine and psychology, as well as in pedagogy, is carried out in accordance with specific circumstances, criteria and indicators that determine their level. L.S.Vigotsky considers it expedient to carry out the diagnosis of the development of the individual in the following cases: empirically, etymologically and topologically, from the point of view of diagnosis, prediction and correction (correction).

The main functions of pedagogical diagnostics

1. Counter (reversible) a function of communication or information accessibility. This function helps the teacher to manage the learning process, the actions of students, find the right pedagogical solution in various complex, problematic situations. The function of the

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counter (reversible) communication or information supply is one of the main tasks of pedagogical diagnostics, through which students are divided into information about their life goals, interests, existence, as well as interaction between different social entities, their mental state, internal experiences. The fact that students manifest themselves in different situations (play, travel, educational process and leisure time with their peers)is studied by the educator and expressed an attitude towards the circumstances that have occurred.

This function allows the teacher to have information about the specific characteristics, interests, inclinations, problems, life aspirations, goals and experiences of each group of students and students. Accurate information about the problems and achievements of students provides for the possibility of setting for each of them a separate, individual pedagogical approach, providing educational materials. At the same time, it prevents the process of training from becoming too complicated.

2. The forecasting function implies the determination of the prospects for the development of the diagnosed object. This function allows the teacher to develop measures aimed at determining the prospective development of the pedagogical process by identifying the causal relationship between the means used in the process of education and training, the conditions created, the results of pedagogical activity. The diagnostic activities of the teacher are aimed not only at identifying and assessing the condition of the students, but also at determining the factors, conditions that have a positive or negative impact on their development. The predicate function is used more effectively in pedagogical research.

3. The function of control and correction will help the teacher to manage the pedagogical process by eliminating the difficulties that the students face in the process of teaching and learning, as well as to use the developmental capabilities of education to improve the effectiveness of teaching. This function is carried out on the basis of expert evaluation and implies that the object being diagnosed has a certain standard, norm or model.

4. Pedagogical criteria and indicators for which the evaluation function is obtained it is carried out on the basis of a comparison with. The implementation of this function expresses the determination of the degree of change in each clearly defined time of the pedagogical object under study and the dependence of these changes on the actions of the teacher. The evaluation function serves to assess the performance of each teacher both qualitatively and quantitatively. The evaluation function, which is carried out in pedagogical diagnostics as a scientific and pedagogical experience, creates the opportunity to analyze the obtained results, objectively determine their value .

II. The main types of pedagogical diagnostics. The social, personal significance of each activity for the subject, for the society, the value of which is determined by how effective it is, it is able to guarantee certain results. Therefore, in order to determine the effectiveness of the activity, no matter what area it is in, it is analyzed on the basis of the achieved result – specific indicators. According to the result of the analysis, it is concluded that the activity is effective. Determining the effectiveness of the activity is determined by several ways, methods or methods. Pedagogical Diagnostics is a form of activity that fully covers the existing path, methods and methods in this regard, as well as a separate independent sphere.

Pedagogical diagnostics used in the educational system is a holistic process, which includes several types of diagnostic activities.

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The main method of conducting basic diagnostics is the participant observation method, which is supplemented by a number of other methods. This type of diagnosis is twice a year will be conducted and will cover all students in the class.

In a nutshell, basic primary diagnostics will determine the student's achievements before the current time, as well as problems in development. To solve the existing problems, the student needs the help of a teacher, parents or a specialist. On the basis of basic elementary diagnostics, the teacher together with the psychologist and specialist teachers determine the problems that hinder the development of the student as a person.

At the same time, in order for it to achieve success in its educational activities as well as its formation as an individual, it is necessary to seek advice based on the professional help or life experience of an adult. Through basic initial diagnostics, an individual work plan is developed for students who need pedagogical assistance. The plan sets out the tasks that must be carried out, as well as the direction of one-year education, which will allow the individual development of the student.

According to the results of the main final diagnostics, which will be held at the end of the school year, the level of solution of pedagogical tasks set before the teacher is analyzed and evaluated. In addition, the directions of further prospects for the design of the pedagogical process, a large number of factors that effectively affect the process are determined, the possibilities of educational influence of the pedagogical community are determined.

Intermediate diagnostics are carried out not only for all students of the class, but also selected among them – students with serious problems in their development. In this process, it is possible to use observation and simple test assignments for children as methods of pedagogical diagnostics. The purpose of intermediate pedagogical diagnostics is to assess the correctness of the chosen educational strategy for the child, determine the dynamics of development. According to the results of this type of diagnostics, educators, psychologists and other specialist teachers, if necessary, can make corrections, changes to the content of the pedagogical process.

Rapid diagnostics is aimed at assessing the quality of emergency problem resolution. It is carried out as necessary in the framework of educational work, does not require complex tools and helps the educator in choosing the right tactics of communicating with children. The main forms of rapid diagnostics can be a diagnostic lesson, a simple experimental situation, a conversation, etc.

III. Pedagogical diagnostics and features of correction. As in any process, in pedagogical diagnostics one can see its own characteristics, aspects that are inherent in it. In diagnostic activity, the following priority aspects can be distinguished:

1. Comparison is the starting point of the diagnostic process. In the pedagogical process, the teacher observes the behavior of the student, compares his behavior with the behavior of the former, either with the current or previous, as well as with the behavior of other students, or, if not, with the behavior of an absolutely unfamiliar student. This condition is called individual, social or objective correlation norm in pedagogical diagnostics.

2. In the analysis, it is excluded from the comparative classification of observation. Will find answers to the following questions: 1. Why does the behavior of the student at a certain age differ from his previous behavior, the behavior of his classmates? Why are “deviations”

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observed in the behavior of some readers? Through the analysis, the quality of the student's diagnosis, the causes of positive and negative manifestations of the condition are studied, determined and measures for its correction are developed. An individual work plan with the reader is drawn up.

3. Interpretation (interpretation) the process of analyzing the data obtained as a result of diagnosis and coming to a certain conclusion on the basis of them is called interpretation or interpretation of the situation. The preparation of the development forecast and the adoption of the pedagogical decision depends on the interpretation (interpretation)of the situation, relying on the conclusion. Interpretation (interpretation) is carried out only when the information collected is accurate. In the process of diagnosis, not only the data collected on the basis of personal observations of one teacher, but also additional evidence obtained through the studies of other teachers of science and specialists are analyzed. The data that the teacher or the teacher (specialist) possesses are studied, analyzed in all respects using an object and a sub-approach, effective methods. Consequently, in this case, the conclusion is reached to be unbiased, correct.

4. Prediction. In pedagogical diagnostics, the teacher constantly extrapolates information about the attitude of the student to himself in different situations or after a certain period of time (1, 2, 3 years, etc.), his behavior, his attitude to the surrounding people (evenly distributes the conclusion made on the basis of observation of the object or part of the process to other structural elements). The data obtained as a result of the diagnosis, relying on the conclusions drawn up on them, the teacher will be able to determine (predict) the prospects of the student's actions in different situations. Prediction helps the reader to understand why and what pedagogical assistance is needed.

5. Elimination of dependence-resistance. Modern problems of pedagogical diagnostics are many and varied. This situation is explained by various reasons. That is: the scientific and methodological basis of pedagogical diagnostics is not yet sufficiently theoretical; the variety of content of the demand for the implementation of pedagogical diagnostics (scientific-pedagogical expertise, research activity, educational practice); the need for a differential (hierarchical) approach to the solution of diagnostic issues (the reason is that the purpose of pedagogical diagnostics is different).

In modern conditions, it is necessary to improve the pedagogical diagnostic tools to the extent that they can provide comprehensive development of students. It remains only to reasonably determine the course of its development, relying on the problems and achievements of each student. In this, it is important, most importantly, to correctly mark the stages of the pedagogical diagnostic process and consistently organize them.

Therefore, in modern conditions, every teacher should be able to thoroughly study the basics of pedagogical diagnostics, effectively use his existing knowledge in the process of education and training. After all, this will ensure the effectiveness of the pedagogical process and educate the students as a comprehensively developed person.

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